

The University of Texas Publication

No. 4904

February 15, 1949

THE LATIN LEAFLET

Issued by the Department of Classical Languages in conjunction with
the Texas Classical Association in the interest of Latin
teaching in the high schools of Texas

O. W. Reinmuth, Editor
W. J. Battle, H. J. Leon, Mrs. Minnie Lee Shepard,
Miss Allene Gray (*ex officio*), Associate Editors

LATIN WEEK NUMBER

Mrs. Minnie Lee Shepard, Editor
Educational Policies Committee,
Classical Association of the Middle West and South

Price Ten Cents

Additional copies may be obtained from University
Publications, The University of Texas
Austin, Texas



**PUBLISHED BY THE UNIVERSITY TWICE A MONTH. ENTERED AS SECOND-
CLASS MATTER ON MARCH 12, 1913, AT THE POST OFFICE AT
AUSTIN, TEXAS, UNDER THE ACT OF AUGUST 24, 1912**

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

PRIZE CONTESTS

Prize contests are old, very old. Gellius tells us in his *Atticæ Noctes* that, when he and other Roman students were in Athens during the Saturnalia, each in turn entertained with a dinner, at which the host asked the guests questions. Those who knew the correct answers were rewarded with a crown of laurel and a prize. A question missed was passed on to the next contestant.

Quaestio igitur soluta corona et praemio donabatur, non soluta autem transmittabatur ad eum qui sortito successerat. (Atticæ Noctes, XVIII, 2)

The prizes? No radios equipped with television to show the homesick the Saturnalian celebrations at home; no airplane tickets for two with two weeks, expenses paid, at pleasant Baiae on the blue *Mare Nostrum*; alas, no washing machine "for the roughest and the toughest" of their togas soiled while trailing after knowledge. But a mere *librum veteris scriptoris vel Graecum vel Latinum*.

What would we not give for such a manuscript today!

However, we modern classicists are in a contest for an even greater prize—the continuance of Latin in our public schools and of Latin and Greek in our colleges. All our efforts come to a focus during Latin Week: Latin is in the limelight. Let its light be spread!

During the 1948 Latin Week, Our Lady of the Lake, San Antonio, invited all students and teachers of Latin in the public and private schools to a day's celebration at the college. This year Henderson High School is inviting officers, representatives, and sponsors of all Latin Clubs in a hundred mile radius. Could not other schools adopt a similar plan and include representative students and parents from schools where Latin has been dropped, or is on the point of being dropped? Show that Latin is not an *expense* but an *asset* to any school. Create a demand among thinking parents that it be kept or reinstated.

As a final word, let me urge that all reports of Latin Week and your year's activities as well be sent to me as promptly as possible. These are needed for two reasons: for our own *Latin Leaflet* and for a summarized report to the director of Latin Week for the Classical Association of the Middle West and South.

MRS. MINNIE LEE SHEPARD

The University of Texas, Austin, Texas
Main Building 2606

ONE ADMINISTRATOR ASKS ANOTHER

MARION C. BUTLER

Assistant Superintendent of Schools, Waco

What do those of us who work in school administration hope that education can do for our high-school pupils? That is the question that every conscientious superintendent, principal, and director of curriculum and instruction must answer constantly. It is incumbent upon us, the people largely responsible for the present and future happiness and usefulness of these children, to keep ourselves informed, to review our philosophy of education with open minds, and then to leave no stone unturned to give the pupils the best possible opportunity to grow and learn.

For the pupils in the Waco schools and for the children of my own family, this, stated in broad, general terms, is what I most desire: that they may develop an intellectual curiosity that will induce them to think; that they may learn how to express their thoughts, that they may understand the thoughts of others; that they may be well-versed in what has happened in the world before their time and keenly interested in what is

happening now; that they may develop a wholesomely cheerful attitude toward life; that they will strive for desirable relations with their associates; that they may be valuable members of their family, their community, and their world.

In our effort to provide a curriculum suited to the needs of our boys and girls what are the deciding factors? We seem to be agreed that a citizen in a democratic country should be able to read, write, and figure more or less well. We believe he should know something about the history of his own country and of his inalienable responsibilities and rights under government. At this point we begin to differ. One of us wants the child prepared to attend college; another sees only the necessity of his making money immediately. If your community can afford it, you begin to increase laboratory space and equipment for the citizen of a scientific age; you buy typewriters and tables; you equip a home-making laboratory at great expense. You set up a technical school, which will serve industry in your community. The expense runs into many thousands of dollars. The whole program is well worth every dollar it costs.

As administrators, however, many of us tighten the purse strings when *languages* are mentioned. "Too many fail; the expense is too great." We ignore the advice of the World Organization of the Teaching Profession that we should encourage the study of languages in every possible way. We give our alibis by rote, as it were, without going to our records for facts. When I taught Latin, my superintendent once told me, "The rate of failure in this department is too high." Asked whether it was higher than in other subjects, he did not know. The record showed that it was not nearly so high as in English or mathematics. In fact it should not be, since these are required subjects whereas a foreign language is not required.

Contrary to popular opinion, language classes are not always small. Those in the Waco school system under thirty are just what the Gilmer-Akin Committee would like to see for efficient teaching, and *expense* is not the word any administrator can justifiably use in connection with the teaching of a language. As I look back on a pleasant life as a teacher of Latin, the only equipment I remember being furnished for my classroom from public funds was one dictionary and one set of maps. Anything else used as a help to interest and learning came from my own pocket book.

Can a modern high school *afford* to offer Latin? In turn, let me ask: Do you whose work is school administration enjoy the privilege of visiting the classes of your high schools? Personally, I find it an interesting and illuminating experience. Come with me today into a few modern Latin classrooms, such as we have in Waco.

As we enter this room, the first thing that catches the eye is the bulletin board. Displayed there is found the cover of the official magazine of the air-borne transport command, *The Pegasus*. The winged horse himself dominates the scene. These, too, are clippings from other current publications: Churchill, breaking silence, referred to in an editorial as Cassandra returning; a prophecy from the *Saturday Evening Post* that the "modern Hercules (Dewey) will be ready to seize the Washington Hydra by its thousand throats," etc.; the caduceus, found so often in advertising of drugs and other products. These and many other items suggested by the study of Latin, teacher and pupils gather from all about them.

As the visitor wonders at these displays, the class is proceeding with its recitation. It discusses words and their derivation; it uses words to show nice distinctions in meaning. Yes, it translates Latin, an excellent exercise in correct, accurate use of English. Pupils begin to ask questions; the map is pulled down; and the class launches into a spirited discussion of the geography of the region, the natural barriers, the causes of the movement of whole peoples. It is not long before some one finds a modern parallel; then governments come in for attention. Discussion leads to research.

Let's step over into another Latin class. These pupils are wide awake. They are using an opaque projector to show pictures of Roman buildings

and examples of interior decorations in the Roman house. Ancient art as shown in lamps, furniture, silverware, statuary, and wall paintings is viewed with rapt attention. Modern buildings with classical features are shown, too. No, the teacher is not lecturing. Each pupil had previously selected his picture, or pictures, and painstakingly prepared to tell his classmates all about the subject. He is interrupted with questions or comments from interested listeners. Every one participates.

A visit to an advanced class is a revelation. We happen in on one of those units in which the pupils have chosen the type of literature which appeals most strongly to them. One student, who prefers prose, has found a passage from the philosophical works of Cicero; another, a selection from Pliny. A devotee of mythology has elected to read a well-loved story as told by Ovid. Many cling to their favorite Virgil. Selections from English and American literature are used for comparison. These pupils are discovering that in literature, more surely than in history, is revealed the life of a people. Discussion of such subjects as these is spontaneous: social customs, the home and family, religion, respect for constituted authority, and selfless devotion to country.

Here and there, too, we detect an unabashed appreciation for beauty of expression. The pupils are inspired to work for skill in the use of language, for fine shades of meaning in words. In the process, they develop ability to understand the language of others.

These hurried glances convince the visitor that time in modern Latin classes is not devoted solely to conjugation, declension, and rules. The pupils are learning English, both grammar and literature. Art is seen as part of the everyday life of a people. Geography becomes not a feat of memory, but a determining factor in the destiny of nations. No one says, "Now, let's study history," for history can not be ignored. There it is, the story of the past with its eternal truths, current history, and the implications of both for the future. The spirit of research is fostered as the desire to know more develops. The most alert are discovering the continuity of human thought, the recurrence of social and governmental problems, and timeless verities in human relations.

It is to give those who want them such experiences as these that Waco has kept Latin in its high-school curriculum and intends to keep it there. The community is repaid every day in the increased efficiency and service of its former Latin pupils. If you as school administrators are looking toward a core curriculum, here is your core. If you prefer to call it correlation, no subject offers wider opportunities. My choice of terms is "general education" because of the possibilities offered in the Latin class for a broad range of knowledge and interests and aspirations. Here many are still finding a foundation for future study, discovering spiritual values and rich returns for lasting enjoyment of life.

Which one of us is sufficiently omniscient to say that any subject we offer is the most valuable of all? Different subjects are "most valuable" to different people. Certainly, any subject is "valuable" and not "too expensive" that helps our pupils reach a worthy goal in life. As a rule, every member of one of those small advanced Latin classes is a potential community leader. As I review the careers of former pupils, I find ministers, doctors, lawyers, engineers, linguists, business men, civic leaders, parents capable of guiding their children. *Five of these boys are now serving on Waco's seven-man School Board.*

The question always in my mind and yours is not "Can we afford to offer Latin in our high schools?"; but, "Can we afford not to offer it?"

TEXAS LATIN WEEK

March 20-26, 1949

MESSAGE FROM THE PRESIDENT OF THE TEXAS CLASSICAL ASSOCIATION

To Every Teacher of the Classics:

It is with pleasure that I greet you on behalf of the Texas Classical Association. May I congratulate you, who, although outnumbered by teachers

in other fields, certainly can not be surpassed in loyalty, devotion, and progressiveness. Even though the competition with the many so-called practical subjects is very keen, the report of enrollment in the classics, especially in some colleges and universities, as given in the fall number of the *Latin Leaflet*, is indeed encouraging. This would indicate, perhaps, that the more mature students realize the value of the classics after leaving high school. The fact that many students tell of the invaluable aid their Latin has been to them in other subjects also is heartening.

To your students please express my greetings and best wishes. To those who are members of the Junior Classical League goes the grateful appreciation of the Classical Association for their excellence in "handing on the torch of classical civilization in the modern world." Certainly this group is an inspiration for capable leadership, enthusiasm, and loyalty. Surely among these students may be found our Latin teachers of tomorrow.

May you and your students accomplish much for the cause of the classics during Latin Week soon to be celebrated.

Let us remember our Waco meeting, which is always a day of comradeship and inspiration, and plan to attend.

Sincerely yours,
 ALLENE GRAY, President
 Texas Classical Association

MESSAGE FROM THE PRESIDENT OF THE STATE JUNIOR CLASSICAL LEAGUE

To the Latin Teachers and Members of the Texas State Junior Classical League:

Twelve years ago the National Junior Classical League was formed. During these years it has grown as state after state, and school after school have responded to the invitation extended to them.

The Texas Junior Classical League was organized in 1941. The first chapters began at once to hand on to other schools all over Texas the benefits they were receiving from J.C.L. work.

Today J.C.L. chapters dot the Texas map in each extremity, from Amarillo to Baytown, and Henderson to El Paso. Still, the number of schools teaching Latin which do not belong to J.C.L. far outnumber those which teach Latin and do belong to J.C.L. This situation should certainly be remedied.

Therefore, you Latin students who genuinely enjoy the study of Latin and desire fellowship with students all over Texas should accept the invitation of the Junior Classical League and join in our work and fun.

And you organized Leagues who know what a pleasure your J.C.L. is to you should not keep it secret. Pass on to others your message so that they also may learn the benefits of our organization.

May I remind you once again to work on your plans for Latin Week now? This year it will be from March 20-26. You should include in those plans many methods of focusing the public's attention on the activities of J.C.L.

Let's all pull together and make this new year a most successful one in the history of the Texas Junior Classical League!

Sincerely yours,
 DIANA KLOTZ, President
 Texas State Junior Classical League
 Henderson High School
 Henderson, Texas

TEXAS LATIN WEEK March 20-26, 1949

THEME: CAN WE AFFORD NOT TO OFFER LATIN? CULTURE VS. MATERIALISM
 TWO EDITORIALS

LATIN WEEK

In their observation of Latin Week, high schools in Dallas and many other American cities this week have been paying tribute to one of the great mother tongues of all spoken languages.

Study of classical languages, including both Latin and Greek, has influenced not only individual lives but races as well. There is something fine about Latin that goes far beyond learning how to decline a few nouns. It is a cultural language that adds dignity to living and a well-grounded love for the finer things in life.

The study of Latin helps one to know better how to live and how to get along with one's neighbor because it was that sort of language. It belonged to a race that governed most of the known world for centuries. It became the world's great language of law.

Latin is far from being a dead language. Its rich red blood of words is flowing in the veins of many of the great languages that are spoken throughout the world today. It is well that our schools pause to pay it homage.

Dallas News, April 16, 1948

MATERIALISM

Dallas high-school students are more interested in making money than in an education. That much is apparent from the courses they take—our don't take—and from the remarks of some teachers.

Latin, an integral part of our culture, is being neglected. An Adamson High School teacher is quoted as saying that students place more emphasis today on commercial subjects than on classical. She added, in an indictment of the scholastic system with which many parents will concur, that they have "too many outside activities and less time to study."

Latin will never equip a young man to be a banker. Classical studies will not enrich his pocketbook. But if education is to be for materialism, where are we headed? Is the dollar mark the diploma to be won?

From Einstein and Lindbergh to the boy in the foxhole, this much has become apparent: Unless man learns to live better with man, there may be no men left. Unless materialism is made secondary to something higher, how can we control the materialism that threatens to destroy us?

Of course, it is not material civilization that is defective; it is man himself. If education is to improve him, then it must be that education which gives him the ideals and finest aspirations of those who preceded him. That is the value of a classical background. Specialties are necessary in schooling. But they ought to be combined with liberal arts which will direct the specialists in the right way.

Dallas News, September 18, 1948

HENDERSON PLANS FOR LATIN WEEK

Henderson High School, according to Miss Belle Gould, sponsor, is starting Latin Week with a tea honoring state officers and their sponsors. From all the towns in a hundred mile radius they have also invited all the J.C.L. and Latin Club officers and sponsors. From this regional get-together will come inspiration and new ideas, Miss Gould hopes.

WHAT IT MEANS TO STUDY IN ROME

JEAN SMITH

Hockaday

Though illustrations in textbooks give one some idea of the Roman buildings, the first actual sight of them is breath-taking. When the American Academy students entered Rome this past July, it was late afternoon as we drove directly past the Colosseum. We could hardly trust our eyesight for all of us had yearned to see it for such a long time! The sun's rays were beautiful as they fed into those arches, and the enormity of the building amazed all of us.

Each one of us was quite excited as we were taken to our various abodes that first night. We could hardly wait till morning so that we could see the wonders of the Eternal City. When we did awaken that first morning, I am sure all of us entertained thoughts similar to those expressed by Samuel Rogers in his poem *I Am in Rome*.

"I am in Rome! Oft as the morning-ray
 Visits these eyes, waking at once I cry,
 Whence this excess of joy? What has befallen me?
 And from within a thrilling voice replies,
 Thou art in Rome! A thousand busy thoughts
 Rush on my mind, a thousand images;
 And I spring up as girt to run a race!"

Walking down the Sacra Via, stepping on the same stones in the Forum where Caesar might have trod, looking down on the spot where the Circus Maximus was, attending operas staged in the Baths of Caracalla, gazing at the interior of the Pantheon, listening to concerts in the Basilica of Maxentius, standing on the steps of the Basilica Julia, drinking from the Fons Bandusia on Horace's Sabine Farm—all were thrilling experiences.

Now pictures of the Colosseum or the Pantheon seem to assume a third dimension; a reference to a phase of Roman life becomes alive. My Roman consciousness is much more acute and what a delightful feeling that is.

THE AMERICAN ACADEMY IN ROME FUND

Our fund for purchasing a permanent membership in the American Academy in Rome for The University of Texas has grown slowly to the sum of \$1441 in bonds and cash. Such experiences as Miss Smith recounts give us renewed determination that our students shall have the opportunity of studying on an Academy fellowship. Contrary to opinion, the income of the University from oil is fixed by the constitution and cannot be used for scholarships. Unless some friend of the classics comes to our rescue, we shall be a long time reaching the \$7500 needed for a membership. But reach it we shall!

Only series F bonds should be bought, made out as follows:

Texas Classical Association, an unincorporated association, Austin, Texas.

Mail the bond, or check if you prefer, to Dr. D. A. Penick, Professor of Classical Languages, Main Building 2707, The University of Texas, Austin, Texas.

1948 LATIN WEEK CELEBRATIONS

Austin: Miss Helen Hill, teacher, reports that her Latin Club celebrated Latin Week in the usual manner, with a scrap book contest the only new feature. Several attractive books were presented on the theme of Latin in modern life as found in advertisements. The high-school paper gave a page for a Latin Week Extra. An assembly program was given to the tenth grade, at which Dr. O. S. Powers of the University staff spoke on Martial. Instead of the usual banquet, the Club held a breakfast at Zilker Park.

Cleburne: Miss Allene Gray, teacher, writes that during the week Latin received much publicity, all events were well attended, and everyone was co-operative. Activities began on Sunday with recognition given the Latin students by the pastors of several churches. Open House for parents and teachers was held at Miss Gray's home. The house party included the Queen of Latin Week, whose identity had to be kept secret until then, and the officers of the J.C.L. A sound film, "The Last Days of Pompeii," was shown, and a radio program given over KCLE. A special edition of the Latin newspaper, *Hic et Ibi*, was distributed, badges were worn all week, inscribed "On With Latin." The Club placed flowers on all teachers' desks. On Thursday evening, a Roman banquet was held in the Gymnasium, with all in Roman costume; on Saturday, a formal dinner was given in honor of the seniors at Hotel Liberty.

Conroe: Miss Ilanon Moon, teacher. "The Truant Lover," a play written and directed by Miss Moon, was Conroe's introduction to Latin Week. For this play twenty-five authentic Roman costumes were made, the materials, costing over \$100, being supplied by the school board. The garments were cut and sewed in the sewing room by mothers of the J.C.L. (For details and instructions see *The Latin Leaflet*, November, 1948.) With a part of

the proceeds two \$25 bonds were purchased for the American Academy in Rome project. The group attended church in a body, had a picnic and swim and a hayride, showed a motion picture, to which the losers in a syntax contest took the winners, and had a banquet and dance for which a new local cafe was rented. The student body was so impressed with Roman affairs that a classical motif was chosen for the yearbook.

Dallas: Highland Park High School, Miss Myrtille Bradfield and Miss Hilda Masters, teachers. Miss Brandfield reports that Latin Week is not formally celebrated by the Latin Club. This year, however, their first Roman banquet proved a success. With the report came a copy of the Aeneas-Dido burlesque performed at the banquet, as well as a complete Latin course of study of the Highland Park school. This outline could well be followed as a model.

Fort Worth: Paschal High School, Miss Anna Gardner, teacher, reports that Latin students, numbering 128, celebrated with the slogan, "Latin is the Key." Arm bands, made by art students, in Roman purple and gold bearing the words *Clavis est Latina*, were worn by all Latin students during the week and elicited many inquiries as to the meaning. Short themes were written on the slogan. Advance publicity was given in the school paper for four weeks in succession. A moving picture was given by the Club to the student body, "As You Like It." An address over the public address system was made by the president of the J.C.L. stressing the use of Latin as an aid on the six-weeks tests. Announcements were made giving the sixteen hundred non-Latin students information on the pleasures and advantages of studying Latin. Posters, displays, and exhibits in the library, Latin mottoes on all blackboards and all the other avenues of propaganda were made conspicuous as in past years. The records of Orson Wells' Mercury Theater Players giving the assassination of Caesar were played in the three Caesar classes.

Fort Worth: Polytechnic High School, Mrs. Bessie Ellis, teacher, report made by Jo Anna Jackson, secretary of the J.C.L. A movie scene from "Julius Caesar" was shown to Latin and English classes. Slaves bought at a previous auction served their masters during Latin Week by carrying their books and performing other services. A Roman banquet was held at the home of Mrs. Ellis, at which a program was given and pictures were taken.

Gladewater: County Line Independent School District, Miss Enid Aycock, teacher. The entire week was celebrated by the Gladewater J.C.L., with a different event each day: church service, luncheon, tea, banquet, movie, picnic and swimming party, formal dance. More than ninety guests registered at the tea in the Home Economics Tearoom, beautifully decorated for the occasion. From there they were conducted to the Latin room to view the exhibits, consisting of posters on mythology, English derivatives, and English drama, poetry, and fiction with classical background. A mythological theme was carried out at the banquet in decorations, place cards, and program.

Goose Creek (Baytown): Robert E. Lee High School, Mr. Sherman Childres, teacher. Latin Week celebrations began with a theater party on Monday evening, followed by the regular club meeting on Tuesday, at which Mr. E. W. Bruce spoke on the value of Latin in the profession of Law. Wednesday was information day, on which student "authorities" were questioned by teachers and other students on their special subjects. On Thursday an assembly program, "The Garden of the Gods," was presented to the sophomores by junior high school talent. The same program was given the next day to the juniors and seniors. That evening the annual Roman banquet was held in the gymnasium. The program consisted of a Roman wedding and a wrestling match. On Saturday the week ended with a picnic and swimming party at Lyondell Park.

Henderson: Miss Belle Gould, teacher. The first day of Henderson's observance of Latin Week was marked by an Appreciation Tea in honor of parents and teachers. Projects of the Club were displayed, including the scrapbook to be entered in the J.C.L. contest. A campaign was conducted in the junior high school for new members, and miniature copies of *Cumera*, the Latin newspaper, were distributed. On the third day new officers were

installed with traditional rites; on the fourth, a Roman wedding was given in assembly. During the program the Pallas Athene trophy, given by a local woman's club, was bestowed upon the highest point Latin winner. On the last day the Club made plans, posters, and favors for the J.C.L. Convention, which was to meet in Henderson in May. Miss Gould ends her report with this statement: "We find the J.C.L. point system continues to arouse and hold interest in Latin, and we plan to continue to use it."

Lubbock: Mrs. Novelle Newsome, teacher, reports that Lubbock celebrated Latin Week for the first time but from May 3-10, because an evaluation program was in progress at the regular time. "The Latin You Speak Today" theme was carried out in classroom, in poster contest, and in the large display cases. The banquet, honoring the seniors, was given at the Hilton Hotel. The theme, "History of Rome Up-to-Date," was noted in program and decoration as well as the skit following the dinner. Two Latin students were honored, one for winning first place in the state J.C.L. essay contest, the other for winning a score of 118 out of a possible 120 in the national competitive examination sponsored by *Auxilium Latinum*.

Palestine: Miss Olive Williams, teacher. Several class periods were devoted to preparing a program and playlet for an assembly. The little burlesque, *Rubra Cuculla*, "made a big hit with the entire student body and the teachers." Other parts of the program were a talk on the week's theme, songs, and piano numbers.

Paris: Miss Sallie Seckel and Miss Martha Hankins, teachers. Latin Week was a big week in Paris, Miss Hankins wrote. On Monday in every teacher's room was placed a bowl of flowers along with a copy of the Latin newspaper, *Hodie et Heri*, and an invitation to a musical tea for the next day in the auditorium. Latin mottoes were placed in all rooms, and two students visited each of the six grade schools where they gave a talk on the values of Latin. A copy of the newspaper and a J.C.L. pencil were given each eighth-grade student. Mothers and faculty members were guests at the tea, and refreshments were served to about 200. A musical program was rendered. On Wednesday, the folder, "The Latin You Speak Today" was given out to each Latin student and was discussed in class. On Thursday an assembly program was given to the entire student body when again the values of Latin were stressed. A skit, "You're Tied to Latin" was presented by six girls.

Port Arthur: Thomas Jefferson High School, Miss Burdette Smyth, teacher. This report was made by Valerie Darden, Corresponding Secretary of the Junior Classical League, which she says is on of the most active clubs on the campus, with a membership of 75 students. A special edition of the newspaper *Excelsior* was published, and classes had units in the practical values of Latin such as in word studies and mythology. A program was given at the junior high school to encourage the study of Latin, consisting of songs, a panel discussion on the value of Latin, and a presentation of the skit in revised form, "A Day With Latin."

Waco: Miss Elor Osborn and Miss Mildred Sterling, teachers. About three weeks before Latin Week, every Latin student in Waco High School was asked to write a paragraph on one of these topics: New Interests Through Latin, Latin's Greatest Value to Me, How Latin Will Help in My Vocation, Why I Am Taking (or Plan to Take) Advanced Latin. Or he might interview some grown-up about the value of Latin in his experience. The best of the paragraphs and interviews were printed in the Latin Week edition of *Nunc et Tunc*. The Mayor of the school issued a proclamation, exhibits were displayed: modern Italian and Greek imports in corridor cases; statues, dolls, and books in library cases; on the bulletin board displays of Roman Life from the National Geographic, with a similar display in the Public Library. Posters featured the week's theme, following the human body idea, with caricatures of heads and bodies; e.g., a head with a huge mouth was lettered with the "mouth" derivatives—ugly, but they caught attention. About fifty other posters showing relation of Latin to various school subjects were placed in corridors, mottoes in the classrooms, and badges were worn all week. Dr. Walter H. Juniper of Baylor University explained the purpose of Latin Week on two radio programs, and students

gave skits on other radio programs. The J.C.L. members were hosts to an all-club assembly, with thirty selected students present from the junior high schools. The program commemorated Rome's birthday with appropriate music and an address by Dr. Juniper. The J.C.L. entertained for all Latin students of the senior and junior high schools, their parents, and selected prospective Latinists, about 200 in all, with two skits written by members of the Virgil class, "Aeneas and Dido"—a parody of "Frankie and Johnny"—and "When a Girl Marries," the latter a soap opera version with good music and commercials advertising Latin. The members of the J.C.L. assisted Moore High School (Colored) with badges and copies of *Nunc et Tunc*. For all events there was good publicity in the school paper and in the Waco papers.

Waco: Moore (Colored) High School, Mrs. M. C. B. Ballenger, teacher. The 10a class wrote a short playlet in the form of a club meeting, entitled "A Moore High School Student Looks at Latin"; the 10b class reproduced "Thesaurus," written by Miss Lawler, and the 10a class interpreted the story in English. Each class produced a group project: the 10b class made both Roman and modern costumes, and built a forum and a temple and, for comparison, a modern building; the 10a class constructed Caesar's bridge, built a Roman camp, and implements of war. At one assembly, Dr. Juniper talked on "Latin in a Changing World." Latin has taken on a new interest since Latin Week, Mrs. Ballenger reports.

Wills Point: Mrs. Anvaline M. Provence, teacher. The report was made by Allye Howell, secretary of the Latin Club. Each morning the students had a singsong and Bible Readings in Latin. They placed Latin mottoes each day on all bulletin boards, and wore ribbon tags all week. Talks were made to the seventh, eighth, ninth, and tenth grades encouraging Latin study. On Tuesday afternoon mothers of Latin students were entertained with a tea and program in the auditorium. Fourth-grade pupils gave a little play, "In Mario's House," and the Virgil class, "The Death of Caesar." In another short skit, Apollo introduced the nine Muses and three Graces. On Thursday there was a picnic in the Girl Scouts Garden, and on Friday evening the annual banquet, at which the speaker was the pastor of the Methodist Church, the Reverend C. W. Lamb. The program consisted of songs, a playlet, "The Haunted House," and a short skit by second-year students.

PROGRAM OF THE WEEK

For its *Latin Day Program*, the Pacelli Chapter of Our Lady of the Lake High School, San Antonio, is nominated for this year's Program-of-the-Week award. The sponsor is Sister Jane Marie.

Wednesday was Latin Day on the campus. Invitations had been sent to all the Latin students in the San Antonio schools, public and private, and to the teachers as well. Guests arrived about 10:30 A.M., registered, received Latin Day tags, then went into the auditorium for an assembly program. All were given booklets containing the J.C.L. officers, the songs, pledge in Latin, program and day's events. After reciting in unison the Pledge to the Flag in Latin and singing "Deus Americam Amet," the J.C.L. president gave her welcome speech in Latin. This was followed by a talk by a student on "Latin, a Living Language." Each visiting group was then asked to have a previously chosen speaker to tell what was considered their most interesting Latin project of the year. This number was both interesting and profitable for activity ideas. A game, "Banquet of the Gods," followed, and a prize was given for the highest score. Next came group singing of the songs printed in the program booklet. A playlet ended the assembly, called "Apollo Reviews the Muses." It presented Apollo and Nuntius in a Latin dialogue in two scenes, then introduced the nine Muses who each gave an example of her art. A dance, a vocal and a piano solo, choral reading, recitations, and a scene from "As You Like It" were all worked into the program and elicited appreciative applause. Following the assembly, everyone was served lunch picnic-style on the campus as a courtesy of the Pacelli Chapter. A tour



J. C. L. Chapter
presents "Apollo Reviews the Muses"

Our Lady of the Lake High School
San Antonio, Texas
April 14, 1948

of the campus and buildings completed the day. Students were back in school for their respective two o'clock classes. There were 300 present on Latin Day.

As other activities of the week, bouquets were placed on teachers' desks and in the library, slogans were printed as a border on bulletin and blackboards, and beautiful and accurate marble miniatures of famous Roman temples brought from Rome were displayed in the library cases. A series of talks continued throughout the week in the various classes and to eighth-grade students at St. Martin Hall, a grammar school. There was much publicity: a large picture and write-up in the school paper and in several papers of the guests' schools; a write-up with pictures was carried in the *San Antonio Evening News*, a follow up article and picture were published in the diocesan weekly, *The Alamo Register*; and the state J.C.L. paper, *The Torch*, carried an advance article of the whole week's activities.

In concluding her report, Miss Rose Alice Martin, J.C.L. secretary, added that her chapter had received several letters of appreciation and a lovely old Roman-style scroll in Latin as a "thank-you" note from the Latin Day guests.

LATIN WEEK IN TEXAS COLLEGES, 1948

Hockaday: Miss Marguerite Grow and Mrs. Nell Ingram Young, teachers. Because of schedule pressure Hockaday could not celebrate during Latin Week, Miss Grow writes. Their most ambitious program, as usual, was the Roman banquet, this year honoring Horace. An interview with Horace was enacted, giving the story of his life, works, and chief philosophies. A fine rendition of one of his poems set to music was given. Graceful dances, a pageant depicting scenes from some of his works (The portrayal of the child Horace, five year old Luki Grizzafi, was definitely the star) and readings of English translations of Horatian poems completed the program. Palm branches were awarded to members of the Virgil class, and Mercury dressed in flashing silver, delivered the latest *Forum Freepress*, publication of the Latin classes. Elsewhere in this bulletin, Miss Grow tells effectively how to put on a Roman banquet.

Sam Houston State Teachers College: Miss Hattie Lucile Paxton, teacher and sponsor, reports as follows: The Longino Classical Club (named for Professor Longino who was chairman of classics for many years before his death) was organized in November, 1947, and despite a small membership worked with enthusiasm during Latin Week. They succeeded in interesting several students in beginning Latin in the fall semester. Posters secured from the American Classical League were placed in conspicuous places on the campus, and were interchanged each day. Favorable comments came from both faculty and students, and several of the former offered material appropriate to the week. *The Houstonian*, campus publication appearing semi-weekly, gave the Latin Week program headlines several times, accompanied by pictures. Eight students gave a play over radio station KSAM. At a dinner held in the garden of President and Mrs. Lowman, Dr. Walter H. Juniper, professor of Latin and Greek at Baylor University and President of the Texas State Classical Association, addressed fifty members and guests on "Some Ethical Implications of the Atomic Theory of Epicurus." Dr. Juniper also gave in assembly his own radio program, "Jukebox of Yesteryear," recordings of twenty years ago, interspersed with philosophical reminiscings and clever commercials advocating the study of Latin for "what ails you." Students were intrigued with the idea of a professor of Latin becoming a disc jockey.

Texas State College For Women: Dr. Mabel Arbuthnot, teacher and sponsor. The Latin students of the college had a picnic in the "Little Cabin in the Woods," to which each invited a guest. After the lunch, the next on again "An Evening with the Delphic Oracle," as recorded in the *Classical Journal* for March, 1947. A large proportion of the students wrote letters to the editors of their home town papers or their high-school papers on the subject of Latin. In one case, not only was the letter

printed, but it drew forth an editorial from the editor. Miss Arbuthnot gave a "pep" talk to a high-school class in English at the request of the teacher, who was also the Latin teacher. She reports that a woman's study club of Timpson, Texas, the Lend Avesta Club, took up the study of Greek and Roman culture at the suggestion of one of her students.

University of Texas Classical Club: Mrs. Minnie Lee Shepard, sponsor. Latin Week was celebrated with its usual displays, varied from year to year, under the direction of Dr. W. J. Battle, from his extensive classical collections. In the groundfloor display cases of the Main Building corridor were arranged several distinctive drawings of the Erechtheum, done by Gorham P. Stevens and published by the American School of Classical Studies. In the third floor cases, adjoining the Classical Sculpture Museum, were placed beautiful postcard pictures and other photographs, most in color, of ancient and modern Rome. The Club sponsored a public lecture in the Architecture Auditorium given by Dr. Henry Hoenigswald, professor of Linguistics, on "The Development of the Alphabet," illustrated with slides. Each year the Club uses part of its dues in furthering the study of the classics. This year another gift was made to the Extension Package Loan Library for the purchase of subscriptions to the *Classical Journal* and *The Classical Outlook*. The year's work, very successfully carried out with J. D. Sadler as consul, ended in a picnic and singing at Barton Springs with fifty in attendance.

THE OTHER THIRTY-FIVE WEEKS

Latin Week is important and climactic, but the J. C. L. is far from being a dead organization during the remaining thirty-five weeks of the school year, according to one of their most enthusiastic supporters, Miss Martha Hankins, former Latin teacher of Paris High School, now on the faculty of East Texas State Teachers College. In a recent speech before the classical section of the State Teachers Association, Miss Hankins declared that the J. C. L. chapters are the ones who are advancing the cause of Latin in our public schools. She warned teachers whose enrollment is dropping: "*Tempus fugit*. Latch on to the Junior Classical League." She stated that Texas has thirty active chapters and added: "If we could have the combined efforts of the other 200 schools teaching Latin, nothing could stop the progress and growth of Latin in our schools." She earnestly urged the support of all Latin teachers in public schools and colleges for the Junior Classical League.

What are the J. C. L. chapters and Latin Clubs doing? From their own reports, from teachers' reports, from their Latin newspapers, from the State J. C. L. official publication, *The Torch*, are summarized some of their noteworthy activities throughout the school year.

The January issue of Cleburne's *Hic et Ibi* has just arrived. On the front page is announced a talent program for January 31, entitled, "A Trip Through the Romance Countries." Songs representative of each country will be sung, followed by a playlet, "Nations United Through Language." In this are listed parts for a French, a Spanish, an Italian, a Latin ghost, a bust of Caesar, a Greek statue, and a South American student. All parents are invited. At an October meeting, this chapter had a travel skit written by one of the members on "Travel in Ancient Rome." Dressed in togas, the performers talked on "Streets," "Street Scenes," "A Shopping Center," and "Vehicles." There were also reports from summer travelers to California, Canada, New York, and Cuba. In the October issue was a notice of the meeting of the *Auxilium Latinum* reading circle at the home of Miss Gray.

The Henderson chapter *Cumera* is another paper that never fails to reach this desk, and is always full of activities and enthusiasm, whether it is entertaining the State J. C. L. Convention, as it did last May, or publishing a complete directory of all members of the state organization, or selling thousands of J. C. L. pencils or carloads of hot doughnuts for expense money, or adopting other high schools without benefit of a J. C. L. chapter. The January, 1949, issue announces the convention date at Waco, April 30, Latin Week, March 20-26, the scrapbooks, essay and newspaper contests, more pencils for sale! In various numbers are found articles on such topics

as "The Roman Look," "Roman Agriculture," "Roman Clothing," and "Children's Games." Diana Klotz of this chapter is president of the state organization.

The Wills Point chapter announced in November the first regular edition of a Latin newspaper, *Hic et Ille*. In December was given the sixteenth annual presentation of the White Gift Service and the medieval Latin play, "The Adoration of the Magi," which received commendation in last year's *Latin Week Leaflet*. This Latin Club was formed on December 8, 1922, and since 1924 every valedictorian in the school has had at least two years of Latin. Bonnie Nell Breckenridge of Wills Point is secretary of the state organization; the local chapter has fifty-six members.

Robert E. Lee High School, Baytown, has a knowing way about making money for their Latin activities. At the first meeting, the traditional slave sale brought \$94.85 for sixty-seven slaves. (Their J. C. L. membership totals ninety-nine.) In addition, the chapter sells cushions for football games, and sponsors each year a beautiful and even lavish Soiree, at which some two or three hundred dollars are made. The November 2 meeting was held in a natural amphitheater on the campus, where students in costumes portrayed a conference of the gods on Mt. Olympus. Members of this chapter are the editor of the state publication *The Torch*, Evelyn Brasher, and the Vice-President, Margaret McAlpin.

Pacelli chapter at Our Lady of the Lake arranges beautiful settings for its meetings. A candle-light ceremony emphasizing the benefits to the student of Latin was held at the initiation of new members in the fall. In the spring at an annual tea, the year's awards are presented: American Classical League Honor Key to the highest ranking students in all classes, Eta Sigma Phi Virgilian medal to the honor student in Latin IV, a book, "Augustus Caesar's World," to the first place winner in the Essay Contest, a corsage to the activity point winner of the year, and certificates to twenty-seven honor students out of the enrollment of sixty-five, only seven of which last year were not J. C. L. members.

Typical of those chapters that make money and purchase their own equipment is the chapter at Polytechnic High School, Fort Worth. With their Victor Movie-Mite 16 m.m. projector, equipped with sound, they are always ready for a good program. At their Christmas party a religious movie and a comedy were shown. Later, they had movie shots of the state convention at Henderson.

Paris had a suitable January meeting when everyone crossed the door sill on his right foot for good luck for the New Year, and had his fortune told by a Sibyl according to his Zodiac sign. There was a discussion of the Roman New Year and of superstitions. Candy to make the year sweet, a candle to make it bright, and a penny to make it prosperous were given to each member. At the Christmas party gifts were exchanged and canned goods presented to the Red Cross for the poor. The February meeting was a Valentine party, at which two romances were told, the story of Echo and Narcissus and that of Diana and Endymion.

Waco is commended again for its magazine, *Nunc et Tunc*, especially for the May, 1948, number (Price 10 cents), produced by the first classical mythology class in Waco High School. Its contents would make a delightful club program on mythology, or even two programs. Miss Elor Osborn, sponsor, has not been consulted, but it is very likely that she has several extra copies.

Hockaday lists among its six Red-Letter Dates the celebration in honor of the birthday of Virgil, October 15, at which each student wore a sprig of laurel. Readings from the *Eclogues*, *Georgics*, and *Aeneid* were followed by the cutting of the birthday cake. For the Christmas program on December 16, the Latin students joined the French and Spanish in a carol program. At a meeting of the Dallas Philological Society on January 15, the Virgil students were invited to hear Dr. W. J. Battle speak. On May 2, at its third off-campus meeting, the Latin Club, *Dux Femina Facti*, attended a talk and exhibit of Roman coins given by Mr. Sam Brock. The first publication of the *Dux Femina Facti* is a charming booklet entitled, "For the Muses." Adele Osborne wrote the delicately etched verses and Anne

Schoellkopf reflected a like delicacy and charm in her illustrations. The profit from the sale of the booklet will be given to a fund for building a Roman theater on the campus. With permission we publish one of the nine poems composing the slender volume.

SONG FOR THALIA

Laughter is jonquils in the sun . . .
 Fleeting piano notes . . . young girl's songs . . .
 A child when morning has just begun.
 Laughter, like jonquils in the sun,
 Is softened by twilight when day is done.
 It isn't to moonlight that it belongs.
 Laughter is jonquils in the sun . . .
 Fleeting piano notes . . . young girl's songs.
 —Adele Osborne

ADOPT A SCHOOL!

All the State Junior Classical League officers and their sponsors met in Tyler on September 17 last to plan the year's work. Also in attendance were representatives of the local clubs with a state officer in their organization, that is, Waco, Wills Point, Henderson, and Baytown. Among other plans, it was decided to assign each J. C. L. chapter two schools to interest in organizing a chapter. In spite of discouragements, Miss Gould of Henderson writes, four chapters have been added, Lufkin, Orange, Terrell, and Alamo Heights, San Antonio. "If only teachers could see the added enthusiasm a J. C. L. chapter brings to the study of Latin and to the enrollment!"

NEW J. C. L. CONTESTS

The state organization president, Diana Klotz of Henderson, is drawing up rules for a new contest in which those schools that have a Latin newspaper may enter. Prizes are being offered for the best, and Mrs. Shepard has agreed to serve as judge.

The Torch, official paper of the state organization, is sponsoring a poster contest, with three divisions. The winning poster of each will be published in *The Torch*. The theme of the contest is "Understanding the World Today Through an Acquaintance with the Civilization of Ancient Rome." The rules are outlined in the issue of November 15, 1948.

ROMAN BANQUET AT HOCKADAY

Marguerite B. Grow

Since 1933 Roman banquets have been held each year at The Hockaday School to give the girls better understanding of some Roman customs and to honor students whose work in Latin has been outstanding. The highest ranking girl Latin students in the high schools and junior high schools of Dallas and Highland Park are special guests of honor.

Our first banquet was the result of many months of planning and discussion. In the fall of 1932 a Latin grammar class wanted a "different" project, and a Roman dinner was suggested. During the weeks which followed, the girls were assigned research work in the library on the costumes, meals, and customs of the Romans. Two girls with artistic ability made color plates showing the clothes of Roman senators, knights, matrons, soldiers, children, and slaves. One girl submitted pencil designs for table arrangements. Others chose committees in which they were most interested and began talking of menus, souvenirs, amusements, and decorations. March 29, 1933, was set for our first banquet.

Three mimeographed items (Numbers 94, 94B, and 94C) from the Service Bureau for Classical Teachers proved of great value for authentic details, and numerous reports found in old copies of the *Classical Journal* were of interest. Our greatest sources of help were found in Johnston's *Private Life of the Romans* and in a bibliography of banquets printed in the *Classical Journal* of February, 1926.

First of all, the girls elected a head slave (*tricliniarcha*) whose duties were to preside at slave meetings, to plan the procedure of the dinner service, and to be in charge of the actual banquet. After several short meetings in which ideas were discussed and rejected or adopted, we got down to the real work of understanding the responsibilities of the slaves. For their garb they chose tan or brown cotton tunics, brown cords, and leather sandals. The mother of one girl made a tunic which served as the model for the others. The tunics of the head slave and her assistants were decorated with bands of purple cloth. An enlarged table design was drawn on the blackboard and the slaves became familiar with the terms: *triclinium*, *lectus summus*, *mensa summa*, *mensa media*, *mensa ima*, *locus consularis*, *ara*, and *mensa servarum*. As far as possible each girl was allowed to choose her special table duties. A member of the Virgil class met with the slaves and translated Book I, verses 697-706 from the *Aeneid*. The verse, "*qui dapibus mensas onerent et pocula ponant*," appeared to all the slaves; some liked the thought of "*dant manibus famuli lymphas . . . tonsisque ferunt mantelia villis*"; some chose the words, "*Cereremque canistris expediunt*"; and others volunteered to pour water and wipe the tables with purple cloths.

One slave was selected to greet each guest at the dining room door with the earnest entreaty, "*Dextro pede*"—for "terrible misfortune will follow the unlucky person who neglects to enter with his right foot foremost." Immediately, the question arose, "May this office be distinguished by a special tunic, also?" The next day our *dextro pede puer* brought her brown tunic bordered with Greek frets in red tape. Everyone was delighted. Another pupil asked, "Can slaves earn any special honors for the banquet?" After much talk it was decided that the student of Virgil, Cicero, or Caesar with the highest average in Latin should be the high priestess (*sacerdos*) of the banquet and should offer the sacrifice to our patron goddess, Minerva, and that the attendants of the priestess would be the seven slaves with the best grades in Latin, three as cupbearers for the ceremonial rites and four as candlebearers. These decisions have become traditions.

Each year the slaves provide the long white tapers for the candelabra; they select the menus; they cut dowel pins into six inch lengths, round off the ends with sandpaper, gild them, and then a few days before the banquet they mount all the programs and roll them into scrolls. A few days before the banquet they set up tables in a long rectangle open at one end, and the head slave holds a rehearsal. Each slave has been given a mimeographed copy of instructions and every detail is checked and explained. On the banquet day slaves fashion crowns of flowers to decorate the altars of the gods and goddesses, and wreaths of ivy and laurel for all the guests and the mothers and fathers of the guests who witness the dinner.

Each year the girls' mothers lend us their silver for the table service—enough goblets for all guests, bowls (for apples and honey), candelabra, candlesticks, and salt dishes. The silver pieces are not brought to school until the morning of the banquet and are carried home by the slaves immediately after dinner.

As for the menu—all the food is prepared so that it can be eaten with the fingers, since no knives and forks are allowed. (At two banquets our procession of slaves was led by four slaves carrying a whole roast pig on a huge silver platter. Several times we served pork chops "with their stem ends encircled with frivolously unRoman frills," as one teacher described them.) Each banquet proceeds "*ab ovo ad mala*," but some variety of foods has been achieved. I submit several menus.

Table decorations are simple—the reflections of the silver goblets and lighted candles and bowls of red apples on the polished mahogany tables make a pleasing sight. Bowls of garden flowers are set along the tables, or green vines with red berries are sometimes used in the center of the tables. Occasionally we have had souvenirs—plaster replicas of Roman lamps, red cardboard Roman chariots, plaster medallions with Virgil's profile, and red and gold place cards in the shape of Roman sandals.

Immediately before dinner, all the invited guests assemble in the school library, where pictures of classical interest, souvenirs from Texas Latin tournaments, Roman coins, Italian commemorative stamp issues of Virgil, Horace, and Augustus, and scrapbooks are on display. A Hockaday girl serves as special hostess to each high-school representative and sees that she meets the other students. All sign the illuminated parchment scroll. All are interested in the different arrangements of the hair of the dinner guests—the simple *nodus* on the back of the neck, or the jewels and flowers adorning the more elaborate hair-dos. Silver and gold sandals are noted. The older girls generally wear the flowing *stola*, and sometimes represent famous characters or muses or nymphs. The younger girls are garbed in short tunics and wear white or colored sandals.

When the head slave's messenger arrives at the library door, a procession forms, and moves through the corridors where onlookers delight in the gay conversation and gala attire of the guests.

Although the theme for the special program each year is chosen by the members of the Virgil class, the original pattern of procedure is always followed: From the doorway of the *triclinium* the *tricliniarcha* announces, "*Cena est parata*," the *dextro pede* boy graciously warns guests as they enter the candle-lit *triclinium*, the slaves remain at attention behind the tables and everyone stands until the high priestess and her assistants make the traditional offerings to Minerva. (The short prayer used in the ritual was written by a Virgil student of 1939 and closes with the words, "Note us with tender attention, suppliants of wisdom and light.") The *dominatrix* bids the highest ranking guests, "*Accumbite*," and the other guests, "*Sedete*"; the president of the school greets the *hospitae* and congratulates them on their interest in Latin; the thirteen ambassadors from the high schools and junior high schools are introduced. (These young ladies have been told the characteristic features of the program, and their responses are always appropriate. Many of their speeches because of their wit or beauty or felicitous though have been kept in our banquet archives.) Each guest unrolls her Roman scroll to learn the sequence of events and she finds the date, place, the menu, and the names of all guests and slaves. (Stars mark the slaves whose averages are of honor roll rank.) *Inter Cenam* there are always *saltationes*, *cantus*, *lectiones* suitable to the theme of the evening, and at the close of the *Secunda Mensa* a play or pageant is presented. Then slaves take their appointed places at the couch and tables, and with the words, "*Honoris causa*," they crown the guests with wreaths of ivy and laurel. This rite is followed by the beautiful ceremony of crowning the bowl of wine, at which the *Arbiter Bibendi* presides with the assistance of three slaves. The first slave places a silver bowl in front of the *Arbiter*, the second with great dignity decants the grape juice from an earthen wine bottle. The *Magistra* slowly sips the wine while the attendants with great concern await the decision. (At a few banquets the wine was condemned with the word *malum*, and the slaves fled the scene.) When the propitious *bonum* is pronounced, the third attendant offers a crown of roses, with which the *Arbiter Bibendi* wreaths the bowl and repeats in Latin the prayer to Jupiter and Bacchus which Dido offered at the banquet in honor of Aeneas. At a given signal from the *tricliniarcha*, slaves pour *mustum* (grape juice) into the goblets of the rest of the guests and pass the *plucenta* made from the recipe of Cato's wedding cake—a dessert appreciated by the girls for its historical rather than its epicurean flavor.

While the wine is being enjoyed Mercury, wearing a silver satin tunic, his winged cap, *Petasus*, and with his roller skates covered with his winged sandals, the *Talaria*, arrives and delivers the banquet issue of the *Forum Freepress*—the newspaper published by our Latin Honor Society, the *Dux Femina Facti*. The banquet is closed with everyone singing "*Gaudeamus Igitur*."

At the 1937 banquet another tradition began. Palm branches were given to the Latin students who had attended every banquet throughout their high-school course. As Virgil students they had the honor of offering Dido's prayer in choral reading.

For six banquets *Ante Cenam* entertainment was provided: *Ludi Circenses*, *Nuptiae Romanae*, *Ludus Romanus*, *Ad Cavernam Sibyllae*, *Descensus ad Inferos* (the swimming pool became the River Styx and a slave "ratem conto subigit,") and *Feminae Romae* (a play written by a Virgil student). At other dinners *Inter Cenam* diversions included: *Certamen inter Gladiatores*, *Auctio Servorum*, *Ostensio Vestium Romanarum*, *Statuae Vivae*, *Testamentum Porcelli*. Among the plays produced have been *Iudicium Paridis*; three written by Lillian B. Lawler, *A Trip Through Roman History*, *A Fountain in Venusia*, and *Sabine Moonlight*; *Mnemosyne and the Muses* by Anna Pearl MacVay; *Blackout in Hades* by T. P. O'Laughlin; and two written by Hockaday students: *Dream and the Traitor* and *Dining Deities*. Banquets have been given in honor of the Roman gods and goddesses, the Muses, Augustus, Horace, Minerva, and Cicero. Probably the most impressive student program was in 1945 when every member of the Latin Department honored Virgil with choral readings from the *Georgics*.

We have had two distinguished professors occupy the *Locus Consularis*. In 1937 Dr. John S. McIntosh of Southern Methodist University talked on the "Life and Influence of Augustus," and in 1942 Dr. Daniel A. Penick of The University of Texas spoke on "The Inspiration of the Latin Language and Literature."

Although our Roman banquet began as a plan of the Latin Department, it is in reality a project of the whole school. The president of the school gives the dinner, our principal arranges hours and places for extra rehearsals, our librarians are of constant service, our art teachers give valuable suggestions and help in decorations and souvenirs, our teachers of music, dance, and dramatics train the girls who are on the program, the sponsor of our garden club supervises the table arrangements of flowers, and our dietitian prepares the delicious food. The parents of the girls lend their silver, bring us baskets and even tubs filled with spring flowers from their own yards, help us assemble properties for our plays, send us palm branches from the Gulf Coast, and as onlookers attend the banquets. The fathers of two girls were so pleased with their ivy wreaths that they planted them in their yards. For the encouragement, co-operation, and talents so generously given to us, the Latin teachers are most grateful.

The Latin Department has kept scrapbooks which contain complete accounts of each banquet, well documented with newspaper clippings, copies of speeches, plays, programs, souvenirs, cartoons, water color sketches, and photographs.

Bibliography

Classical Journal; Vol. XXI (Feb., 1926), Vol. XXIII (Nov., 1927), Vol. XXIX (May, 1934), Vol. XXX (April, 1935), Vol. XXXVIII (May, 1943).

BANQUET PROGRAM

Dona ad Aram Minervae Lata

Salutatio

Introductio Legatorum

Q. Horati Flacci Honoris Causa

Cantus: "Iustum et Tenacem," "Fons Bandusiae"

Saltatio: Roman Water Carriers

Ludus: "Sabine Moonlight," a Horation Pageant Play by Lillian Lawler

Honores

Magister Bibendi

Lectiones

Forum Freepress

"Gaudeamus Igitur"

WORK SHEETS TO BE GIVEN ALL SLAVES

Editor's note: Miss Grow's instructions were made to fit her own needs at this particular banquet at Hockaday in 1948. We have printed them

exactly as given, including slaves' names, to show the extreme care with which every step is anticipated, prepared for, and directed. Modifications may be made to suit your own needs.

Instructions for Morning of Banquet Day

1. Day students will bring in all silver and store in one of Latin rooms. Each piece is to be clearly marked with your name on adhesive tape on the bottom.

2. Flowers and ivy and cherry laurel are to be carried down to square between Trent House and Lower Dining Room and placed in water in tubs there. Do not put flowers in water haphazardly, as we do not want the petals to get down in the water. Makers of special wreaths, keep your flowers separate from the rest.

Instructions for Afternoon of Banquet Day

1. Assisting Miss Waldo in the dining room will be S. Waters and her flower committee.

2. Remaining slaves on decoration committee with Ann Sharpe will make wreaths of ivy and laurel on steps of Trent House—average 7 wreaths per girl; Reynolds will select 8 of the best ones and put them in box where she can get them for her group at the couch; Davis will have next choice of 21 for the *Mensa Summa*; Swain will get 9 for *Mensa Media*, and Hoffacker 17 for *Mensa Ima*. The rest of the wreaths will be put in a box for the spectators. Sharpe and Waters will have charge of these at the banquet.

3. Special wreaths should be made for Miss McDermott, honor guest (flowers with laurel base) and Mr. Mossman, honor guest (laurel only), for altar of Minerva (flowers), and for wine cup. Hill will have charge of this wreath. When wreath for Minerva is finished, it should be taken into dining room and hung on nail on the front of the altar.

4. Special instructions for those assisting in the dining room:

- a) Place candelabra at vantage points and put candles in them.
- b) Place goblets at each place (2 at each place at couch).
- c) Place bowls for apples—3 at *Mensa Summa* with 7 apples in each bowl (Be sure that apples are highly polished), 2 bowls at *Mensa Media* with 5 and 6 apples; 3 bowls at *Mensa Ima* with 6, 6, 5 apples each; 1 bowl at couch with 8 apples.
- d) Decorate mantel.
- e) Place scrolls, song sheets, place cards.
- f) Have places set for 20 slaves at slave table.
- g) Place all stools and benches for tables.
- h) On altar have bust of Minerva, some laurel, and empty silver bowl.

INSTRUCTIONS FOR NIGHT OF BANQUET

TABLE ARRANGEMENT (Slaves' names in parentheses)

Mensa Media (25 feet)
(seats 11)

(Waters)	(Lee)	(Henquet)	(Swain)	(Sharpe)
<i>Locus Consularis</i>		<i>Magister Bibendi</i>		<i>Salutator</i>
<i>Mensa Ima</i> (30 feet)			<i>Mensa Summa</i> (40 feet)	
(seats 17)		<i>Ara</i>		(seats 21)
<i>Dominatrix</i>				
(Harris)				(Davis)
(Bates)				(Dunlap)
(Hill)				(Perkins)
(Hoffacker)	(Suggs)	(Mills)		(English)
(Sloan)		<i>Summus Lectus</i>		(Cole)
	(seats 8 Virgil students)			
	(Reynolds)	(Gripon)	Crabtree)	
<i>Slave Table</i>				<i>Sacerdos</i>
(seats 20)				

Note: Guests and slaves sat on benches arranged around the outside of the tables. Only the Virgil students reclined on couches, four to each couch, with table between.

1. All slaves (except those for couch) in respective places behind your tables when guests arrive. Head slaves (only) light candles and send some slave to announce dinner to guests in the library. All honor slaves (wine, salt, meal, and candlebearers) are behind Mensa Summa until sacrifice to Minerva begins. These slaves should have properties within easy reach.

2. *Dextro pede* boy (Lucia Cole) greets guests at door and urges them to step in on their right foot.

3. When guests have assembled and found their places, they will remain standing. Miss Grow will state that sacrifice will be made to Minerva and Mrs. Young will introduce the honor slaves. Then Miss Grow will announce the high priestess and the author of the prayer. Candlebearers will immediately proceed to the altar by two's and take their places at each corner facing the altar. They will carry lighted candles in silver holders. Priestess Osborne will follow and stand in front of the altar facing the Mensa Media or slightly at an angle. Bearers of the meal (Crabtree), salt (Suggs), and wine (Reynolds) will follow priestess in single file in the order named bring their offerings. Priestess will first take the offering of meal and pour it in the bowl already on the altar. She will then hand the empty bowl back to Crabtree who will step aside. Priestess will next take the offerings of salt and wine and do likewise. When she completes the sacrifice, she will offer prayer to Minerva. Candlebearers will then set their candles on the altar. Reynolds, Suggs, Crabtree will leave in the order named followed by Osborne and the candlebearers.

4. Guests will be seated and begin eating appetizer course (gustus) which is already on the tables. During this course Mr. Mossman will greet the guests and Miss Grow will introduce the ambassadors from other schools.

5. Watercarriers (English, Davis, Lee, Bates, Harris, Gripon) keep goblets filled with water and Reynolds will pour wine for the group at the couch when needed. Do not serve anything when anyone is speaking. Slaves may eat appetizer course.

6. When guests have finished appetizer course and all ambassadors are introduced, slaves will remove plates from inside the square. Those at the couch will remove from the right.

7. Slaves will now serve main course by bringing in two plates at a time. When plates are served, bring in honey and bread and place at intervals at your tables. Be sure there is a spoon for every bowl of honey.

8. Slaves may start eating main course at this time.

9. When dance of Roman water carriers is completed and guests have finished main course, slaves will remove plates.

10. Water carriers (English, Davis, Lee, Bates, Harris, Gripon) will fill glasses with water. English, Crabtree, Lee, Bates, and Harris will then wipe off the tables with purple cloth. Finger bowls and towels will be passed by Cole, Perkins, Dunlap, Swain, Henquet, Hoffacker, Sloan, Hill, Suggs, and Mills. Carry bowls with both hands and have towels over right arm. Pass to the left side of the guests.

11. Slaves will serve dessert course. Apples are already on the table, but bring in ambrosia, strawberries, cookies.

12. Four slaves will be needed at this time to help place the setting for the play. Other slaves are free to finish eating. Be sure you have your dessert and wine before you sit down and do not get up from the table until you have finished. Then carry your dishes back to the kitchen. No talking at any time except to head slaves and then only for business and in low tones.

13. Play—"Sabine Moonlight"—after this play slaves will line up quietly behind Mensa Summa.

14. After poem read by Smith and Ward, Miss Grow will bid Susanne Waters and Ann Sharpe take their places (behind Miss McDermott and Mr. Mossman respectively). After Miss Grow makes speech of presentation, she will say "Honoris Causa" at which signal Waters and Sharpe will crown these guests of honor.

15. Mrs. Young will now bid Betty Davis and her assistants take their places (behind Mensa Summa). Davis will pass out wreaths to all the slaves saving two for herself at the end of the table. At given signal "Honoris Causa" from Miss McDermott, all slaves will crown their respective guests (Davis will crown 2 guests).

16. Slaves will then move around behind the Mensa Ima and Media (the last 9 will stop behind guests at Mensa Media (skip Mr. Mossman and Miss McDermott as they will have already been crowned). First 8 slaves (omit Sharpe, Waters, Reynolds) will move to very end of Mensa Ima and stand back against the wall until called for. When Mrs. Young asks Lou Swain and her assistants to take their places, Lou will pass out wreaths to slaves at the Mensa Media who will crown their guests at the signal "Honoris Causa" from Miss McDermott. Then these slaves will pass around to the Mensa Ima.

17. Next Mrs. Young will ask Pat Hoffacker and her assistants to take their places. Pat will pass out wreaths to her group and these slaves will crown all guests at Mensa Ima at the given signal from Miss McDermott.

18. After guests at Mensa Ima are crowned, slaves stand back against the wall and listen for directions from Miss Grow as to how to crown spectators.

19. After all spectators are crowned, Miss Grow will bid Marjorie Reynolds and her assistants take their places (behind couch). These will be the girls who have been serving at the couch and Crabtree, Cole, English, and Perkins. At signal from Miss Grow "Honoris Causa," these girls will crown guests at the couch. All slaves will then stand back against the walls.

20. Mrs. Young will be introduced as Magister Bibendi. Nancy Perkins will bring in wine cup and set it in front of Magister Bibendi and then step aside. Peggy Sloan will bring in some wine in the wine jar and pour some in the cup. Magister Bibendi will pronounce judgment—if bad, Sloan must run back to the kitchen and get more (of same kind). When wine is pronounced good, Judy Hill will bring in wreath with which Magister Bibendi crowns the cup.

21. Miss Grow will give history of the Virgil students who will receive their palm branches. These girls will present themselves in front of Magister Bibendi and give prayer to Jupiter.

22. Magister Bibendi now bids slaves bring wine for all the guests—if goblets still contain water, slaves must report to head slaves; she will ask guests to drink the water.

23. Cato's wedding cake should be ready to bring in. Magister Bibendi will state: "While we are drinking our wine tonight, slaves Waters, Sharpe, Henquet, and Dunlap will serve cake made from an old Roman recipe contained in Cato's *De Agricultura*." Sharpe and Waters will bring in the cake on a large silver tray and place it in front of Magister Bibendi. They will be followed by Dunlap with a knife and Henquet with 5 plates. Dunlap will cut the cake and put some on each plate. These plates will be passed to each table, the couch, and the spectators. (For your own good do not put too much cake on the plate for the couch.)

24. When all have been served, slaves will remove these plates, but no silver.

25. After the banquet *all* slaves will help gather up all Latin Department properties such as candles, purple cloths, 4 small bowls used in sacrifice to Minerva. Each slave will pack her own silver and take it home, as no silver is to be left over night.

SAMPLE MENUS

	CENA Gustus	Oleae	CENA Gustus Nectar	
Ova		Lactuca	Radicis	Lucanica
Radicis	Cucumeri		Pastinacae	
	Porculus		Gallina	
Betae	Asparagus	Carota	Betae	Asparagus
Mel	Panis		Mel	Panis
Racemus	Nuces		Palmulae	Placentae
Caseus	Placenta		Mala	
	Mala		Mustum	
	(soleae poscuntur)			
	CENA Gustus		CENA Gustus	
Ova	Cucumeres	Conditi	Lactuca	Oleae
Radicis		Lucanica	Caepae	Asparagus
	Gallinae		Gallinae	
	Apium	Perna	Beta	Legumina
Betae	Pastinacae	Asparagus	Melum	Panis
Mel	Panis			
Fragae	Ambrosia	Placentae	Caseus	Nuces
	Mala	Mustum	Placenta	Catonis
			Mala	
			Mustum	

CATO'S WEDDING CAKE

“Make wedding cake as follows: Sprinkle one peck of wheat flour liberally with grape juice. Add to it anise, cumin, two pounds of lard, a pound of cheese, and shavings from a laurel twig, and after you have shaped the cake, put laurel twigs under it when you bake it.”

MINUTES OF THE THANKSGIVING MEETING

The Texas Classical Association met for a luncheon program and business meeting at the Y. W. C. A., Dallas, November 26, 1948. The President, Dr. Walter H. Juniper, presided and welcomed the members and special guests, Miss Gladys Fox, counselor in social studies at Stephen J. Hay Elementary School, Dallas, and Miss Edna Rowe, former senior counselor and chairman of English in Forest High School, Dallas. Dr. W. J. Battle was asked to introduce the third special guest, Prof. W. A. James, former principal of Ball High School, Galveston, whom he described as "a staunch friend of the classics," and one who had served with distinction in the Southern Association of Colleges and Secondary Schools.

Luncheon was served buffet style, and the table was beautifully decorated with central arrangements of gold and bronze chrysanthemums and long runners of smilax and evergreen. At each place were a place card and an artistic folder, printed in Latin, containing the menu, program, and officers.

The program followed the luncheon. Miss Martha Hankins, former teacher of Latin at Paris and at present teacher of history at East Texas State Teachers College, presented a paper on the activities of the Junior Classical League, in which she has been an active worker since the second year of its organization. She spoke with enthusiasm of its purpose, objectives, and projects, and as her closing appeal, she urged "Let the J. C. L. be your hobby!"

After a sing-song led by Dr. D. A. Penick, Dr. Juniper introduced Prof. H. Trantham of Baylor University, and Mrs. Trantham. Prof. Trantham attended Christ's College, Cambridge, for three years, is a member of Phi Beta

Kappa, and has been president of the Southwestern Conference and secretary for Texas of the Rhodes Scholarship Committee. He delivered a scholarly address on the subject, "Can the Humanities Save Us?"

Next were introduced Miss Hilda Masters, Miss Jean Smith, and Mrs. Elizabeth Thomas, who gave interesting accounts of their travels in Italy last summer.

The Nominating Committee, composed of Dr. Penick, Miss Mildred Sterling, and Miss Mary Bourne, presented the following slate of officers for the next two years.

President: Miss Allene Gray, Cleburne High School.

First Vice-President: Dr. R. A. Butler, Baylor University, Waco.

Second Vice-President: Miss Ethel Masters, Forest High School, Dallas.

Secretary-Treasurer: Mr. Sherman Childres, Robert E. Lee High School, Baytown.

These officers were elected unanimously.

The Treasurer gave her report, and her books were audited and approved by Dr. Cronin and Miss Paxton.

The dates for the spring meeting in Waco and for Latin Week were left to the decision of the newly elected officers, on suggestion of Dr. Battle.

Gratitude was expressed by a unanimous vote to the committee on arrangements, who had proved themselves efficient, artistic, and gracious hostesses, Miss Lourania Miller, chairman, Miss Hilda Masters, and Miss Rebecca Roberts.

Miss Gray was installed as the new president, after which the meeting was adjourned.

ANVALINE M. PROVENCE, Secretary-Treasurer.

SUMMARIZED REPORT OF THE TREASURER, 1946-48

Balance brought forward.....		\$180.70
Dues collected		74.50
Checks from T.S.T.A.....		45.52
Total receipts		300.72
Disbursements:		
Spring luncheons	\$ 30.50	
Fall luncheons	55.76	
Scholarship poll	11.60	
CAMWS scholarship	50.00	
Total Disbursements	147.86	147.86
Balance, December 11.....		\$152.86
Audited and approved by Dr. Cronin and Miss Paxton.		
ANVALINE M. PROVENCE,		
Secretary-Treasurer.		

SPRING MEETING OF STATE CLASSICAL COMMITTEES

The State Executive Committee and the State Latin Committee will meet in Waco on April 2, 1949, at the Hamilton House, 1525 Austin Avenue, at 11 A.M. Cards for luncheon reservation will be mailed by the Secretary.

ANNUAL MEETING OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

The meeting of the CAMWS will be held this year in Richmond, Virginia, April 7-9. Program and details may be found in the *Classical Journal*.

TEXAS CLASSICISTS ON REGIONAL AND NATIONAL COMMITTEES

Regional: Classical Association of the Middle West and South. Dr. H. J. Leon, University of Texas, Vice-President for Texas, in charge of advance-

ment of state classical matters generally; member of Nominating Committee, 1949.

Mrs. Minnie Lee Shepard, University of Texas, Texas Committeeman-at-Large, Educational Policies Committee, in charge of Latin Week.

National: American Classical League. Dr. Mabel Arbuthnot, Texas State College for Women, Public Relations Committee.

Miss Lourania Miller, Dallas, Junior Classical League Committee, assisting and appointing a chairman to establish a federation in each state.

Dr. O. W. Reinmuth, University of Texas, Text Book Committee.

Mrs. Minnie Lee Shepard, Committee on Latin Clubs.

Editor's note: We should like to have a complete list of Texas members serving on these organizations. If there are others, please send us your name, committee, and organization.

THE UNIVERSITY SUMMER SESSION

In the First Term of the Summer Session (June 3—July 16) the Department of Classical Languages will offer Latin 406 (Beginning Latin), 311 (Reading and Composition: Cicero and Ovid), and 683x (Catullus and His Times). In the Second Term (July 18—August 27) the offerings will include Latin 407 (Latin Grammar and Caesar), 312 (Virgil's Aeneid), and 683y (Tibullus and Propertius). The staff for the First Term will be Dr. Leon and Mrs. Shepard; for the Second Term, Dr. Powers and Dr. Russell.

Teachers of Latin are advised to take the advanced courses for graduate credit or the undergraduate courses as possible refreshers. There will also be direction of master's theses in both terms.

For further information write to Professor H. J. Leon, The University of Texas, Austin. Catalogues of the Summer Session may be obtained from the Registrar.

EXTRA COPIES

The Publication Office of The University of Texas has extra copies, price ten cents, of the fall issue of the *Latin Leaflet*, No. 4821, November 1, 1948, containing Miss Moon's article on how to make Roman costumes. It will also have extra copies of this issue, No. 4904, in anticipation of special orders.

CAMWS BULLETIN

The Latin Week Bulletin of the Classical Association of the Middle West and South has been prepared again this year by Dr. Clyde Murley. A fifth anniversary number called "Roman Red-Letter Days," it is divided into two parts. The first tells of Roman holidays as celebrated each month of the year; the second is called "Taking the Greeks and Romans Apart." Students will enjoy the informal, delightful style with which Dr. Murley brings the past to life, and will want to own a copy themselves. Orders should be sent to Dr. Clyde Murley, Northwestern University, 629 Noyes Street, Evanston, Illinois. Prices: 1-24, 10c each; 25-99, 7c each; 100 or more, 5c each. Copies of last year's excellent bulletin, "The Latin You Speak Today", are still available at the same prices.

DIANA AND ENDYMION

ILANON MOON

(Arranged from Keats's *Endymion*)

TOASTMASTER

The Greeks and Romans told many stories about their gods and goddesses who fell in love with mortals.

Once upon a time, they said, when Diana, the Moon Goddess, was sailing across the starry sky, she looked down on earth and saw a handsome

young shepherd asleep in her bright rays. She fell in love with him, took him to a sylvan cave on Mount Latmos and put him to sleep forever so that she would never lose him. And there he sleeps to this day, still young and handsome and loved by Diana.

Such stories were so beautiful that the gods themselves must have enjoyed them.

If we mortals could peep into the home of the gods on Olympus, we might hear them telling one of those stories any time.

DIANA AND ENDYMION

Since it is impossible to anticipate the arrangement and floor space of banquet halls, the instructions for the following floor-show skit are given for a stage. But they can easily be adapted to any floor space in any spot of a banquet hall. If doors are not located in the hall according to directions, screens may be set in the designated places to hide the characters until time for their appearance.

The most effective lighting is suggested, but not essential. If the lights in the hall can not be changed to blue, they may be dimmed or turned out completely and the dim spot kept on Diana and Endymion as indicated. In such a case, the goddesses' voices in the dark will be quite effective. Or, the whole skit can be done in the plain light of the banquet hall.

The goddesses are dressed in traditional white Greek robes. Their costumes are soft and clinging but not transparent. They are either barefoot or wearing sandals.

Over gold dancing trunks and brassiere, Diana wears a long, sheer, transparent white robe dotted thickly with gold sequins. Her hair is long and blond. Around her head a gold band holds a golden crescent moon upright in the center of her forehead. She is barefoot.

Endymion wears a brown or gray tunic and sandals. He carries a shepherd's crook.

The orchestra, piano, or a combination of strings and piano, should be as close as possible to the singers, but not in view of the scene.

The following musical selections are listed in order of their use in the story. If necessary, some of the music could be omitted.

Rustle of Spring—Sinding

The Herd Bells—F. Gumbert

Published by Silver, Burdett and Company

Sing, Smile, Slumber—Music by Gounod

Words by Victor Hugo

Published by G. Schirmer

On Wings of Song—Music by Mendelssohn

Words by Heinrich Heine

I Attempt from Love's Sickness to Fly—Purcell

The Glowworm—Paul Lincke

Serenade—Schubert

A very nice vocal arrangement of this is published by the

B. F. Wood Music Company of Boston, Massachusetts.

L'Amour—Toujours—L'Amour—Music by Rudolf Friml

Words by C. C. Cushing

Published by Harms, Inc.

A row of five stools draped in white cloth stands at right up stage. Juno, Venus, Minerva, Ceres and Iris enter from the left and stroll toward the seats.

CERES—(Addressing Juno eagerly) Juno, let's have the story of Diana and Endymion.

MINERVA—(Enthusiastically) Oh, let's do.

VENUS—It's such a beautiful story.

JUNO—(Turns to Iris) Iris, go to Mount Latmos and bid Morpheus release Endymion from his flower-laden couch; then bring Diana from the firmament. We shall revel again in that immortal love story.

Iris turns and goes out at left. The other goddesses take their seats on the stools,—Juno in the center and Venus on the last stool at right, leaving the last one at left for Iris.

VENUS—Diana doesn't like having Endymion disturbed, you know.

CERES—It's all right once in every hundred years.

MINERVA—She knows none of us want him.

IRIS—(*Enters at left, and walking to her seat, addresses Juno*) Endymion is now arising from his couch to obey your command.

The goddesses straighten and prepare to tell their story. Juno, Minerva, Ceres and Iris speak in unison. Venus speaks for Endymion. Their lines are an arrangement of Keats' "Endymion." Diana and Endymion must be careful to time their action with the words.

GODDESSES

"A thing of beauty is a joy forever:
Its loveliness increases; it will never
Pass into nothingness;
And such is
All the lovely tales that we have heard or read."

VENUS

"Therefore 'tis with full happiness that I
Will trace the story of Endymion."
The lights dim slowly.

GODDESSES

"Upon the sides of Latmos was outspread
A mighty forest; for the moist earth fed
So plenteously all weed-hidden roots
Into o'erhanging boughs, and precious fruits.
And it had gloomy shades, sequestered deep,
Where no man went;"

Music—"Rustle of Spring."

Endymion enters from left, carrying his shepherd's crook and walking cautiously. He looks around as if seeing the tall trees and winding paths for the first time. His face and movements express the joy of exploring this spot of silvan beauty. Bird whistle off stage. Music under the lines.

GODDESSES

". Paths there were many,
Winding through palmy fern, and rushes fenny
And ivy banks;
. and the dew
Had taken fairy phantasies to strew
Daisies upon the sacred sward last eve."

Music blends into "The Herd Bells." Off stage, sheep bells tinkle. Endymion sings "The Herd-Bells."

GODDESSES

"Thus spake he, and that moment felt endued
With power to dream deliciously;"

The music of "The Herd-Bells" comes up.

Endymion lies down using the little mound at left as a pillow. Putting his crook down at his left side, he stretches out on his back and turns his cheek to rest on the left arm which he curves over his head. His right hand lies relaxed on his chest. He closes his eyes.

The music fades slowly and with its fading the white lights gradually change to a dim blue.

VENUS

"And then I fell asleep.

. Ah, can I tell

The enchantment that afterwards befell?

Yet it was but a dream:

All I beheld and felt.

And lo! from opening clouds, I saw emerge

The loveliest moon"

Diana tiptoes in from the left and moves slowly, softly toward Endymion. A dim white spot light spreads a soft glow around her.

GODDESSES

"O Moon! the oldest shades 'mong oldest trees

Feel palpitations when thou lookest in:

O Moon!

Thou dost bless everywhere,

Kissing dead things to life"

VENUS

". She took an airy range,

And then towards me, like a very maid,

Came blushing, waning, willing, and afraid,

And press'd me by the hand:"

Diana bends over Endymion admiringly and presses the hand relaxed on his chest.

Music—"Sing, Smile, Slumber."

Diana kisses Endymion slowly, lightly, Endymion smiles and stirs in his sleep.

Diana straightens up and gazes at him with love in her eyes while she sings the "Sing, Smile, Slumber." Omitting the first stanza, she sings only the second and third which deal with "smile" and "slumber."

She finishes the song. The music continues while she backs off the stage at left still gazing with rapture on Endymion.

The music dies out and the spot light fades as she disappears. Suddenly awakened, Endymion sits up, rubs his eyes, and looks around puzzled.

VENUS

"I started up,

. the fair form had gone."

Endymion drops his head in his hands, dejectedly.

GODDESSES

"What misery most drowningly doth sing

In lone Endymion's ear, now he has raught

The goal of consciousness?"

VENUS

"My restless spirit never could endure
To brood so long upon one luxury,"

Endymion rises, picks up his shepherd's crook and walks back and forth restlessly.

GODDESSES

"O sovereign power of love!
. rest
In chafing restlessness, is yet more drear
Than to be crush'd, in striving to uprear
Love's standard on the battlements of song."

Endymion sings "On Wings of Song," then continues to walk back and forth restlessly.

VENUS

". O my love,
My breath of life, where art thou?"

GODDESSES

" 'Tis the pest
Of love, that fairest joys give most unrest:"

VENUS

"I was distracted
. all the pleasant hues
Of heaven and earth had faded:"

He goes off at left through the down-stage entrance.

GODDESSES

" he fled
. to hide his head
From the clear moon, the trees, and coming madness."

"Sing, Smile, Slumber" softly under the reading.

"O love: how potent hast thou been to teach
Strange journeyings!
. like a . . . spirit did he pass
O'er many a heath, through many a woodland dun,
Through buried paths, where sleepy twilight dreams
The summer time away."

The music comes up for a brief interlude to indicate the passing of time, then goes under.

GODDESSES

" For many days,
Has he been wandering in uncertain ways."

Endymion, without his crook, enters wearily from the left down-stage entrance and walks back and forth singing "I Attempt from Love's Sickness to Fly."

When he has finished the song, he looks around for a place to rest, sits down near the mound at left and presses both hands to his face in loneliness.

GODDESSES

"Endymion
 flung
 Himself along the grass.
 and then did rest
 His head upon a mossy hillock green, . . . "

*Endymion stretches out on his back with his head on the mound.
 His arms lie at his sides.*

*The music plays a few measures of "The Glowworm" then goes
 under the lines.*

VENUS

"O let me then by some sweet dreaming flee
 To her entrancements: hither sleep awhile!
 Hither most gentle sleep."

*Pause for the orchestra to play the chorus of "Glowworm."
 Endymion lies with his eyes open at first, but gradually, drowsily
 closes them.
 Music under.*

GODDESSES

"O magic sleep!
 Soon he was quieted to slumbrous rest."

*Music continues very softly as Diana tiptoes lightly in at left
 with the soft white spot light on her. She stands for a brief mo-
 ment at the entrance before coming toward Endymion. The spot
 light stays on her throughout the scene.
 Music fades.*

VENUS

". behold!
 The same bright face I tasted in my sleep. . . . "

Diana trips to Endymion and bends over him.

". she hover'd over me, and stole
 So near"

*Diana bends down slowly, curves her left arm around his head,
 and presses her right hand to his cheek. Endymion, still asleep,
 turns his lips to her cheek and clings to her right arm with both
 hands.*

VENUS

". I ev'n dared to press
 Her very cheek against my crowned lip, . . .
 wherefore may I not
 Be ever in these arms? in this sweet spot
 Pillow my chin for ever? . . . "

*Diana softly slips away from him, rises, stands beside him and
 sings the following stanzas to the tune of Schubert's "Serenade."*

DIANA'S SERENADE

On you, dear, moonlight is beaming,
 Love now sings to thee.
 Soft winds murmur in your dreaming
 And you are near me.
 Over lands and waters deep
 You have searched for me
 You have longed for me,
 But it's only in your sleep
 That my face you see
 And your arms hold me.
 I will cease to love you never
 Your love I must keep
 So I'll let you live forever
 In a blissful sleep.
 I will take you this very hour
 To a lone grotto.
 Come, Love, let us go
 To our flower-covered bower.
 Dearest, let us go.
 Dearest, we must go.
 You will sleep and dream forever,
 From all care be free,
 And I'll leave you never, never,
 If you'll come with me.
 Come now, Love, with me.
 Come now, Love, with me.

Endymion slowly opens his eyes and sits up as if in a daze, gazing in wonder at Diana. She looks down at him lovingly.

GODDESSES

" 'tis she,
 His very goddess: "

Endymion springs joyfully to his feet and grasps Diana's hands, then slips his arm around her.

GODDESSES

" good-bye earth, and sea,
 And air, and pains, and care, and suffering;
 Good-bye to all but love!"

Endymion and Diana sing "L'Amour-Tourjours-L'Amour" as a duet.

The duet finished, the music continues as Diana turns, takes Endymion's hand and leads him out at left. The spot light and the music fade as they disappear.

The stage is in total darkness for an instant, and when the lights come back on there is no sign of the goddesses.

